

SERVICE- LEARNING

LINKING CLASSROOMS AND COMMUNITIES

THE REPORT OF THE SUPERINTENDENT'S
SERVICE-LEARNING TASK FORCE

California Department of Education
Sacramento, 1999

MESSAGE FROM DELAINE EASTIN

ONE OF THE GOALS OF PUBLIC EDUCATION is to ensure that our students obtain the academic skills and knowledge necessary to prepare them for the twenty-first century. Another goal is to encourage our students to become good citizens in our democracy. Because service-learning combines both goals so effectively, I convened the Service-Learning Task Force in October 1997 and asked the members to think boldly about how service-learning can be infused into California's schools.

Recent research indicates that service-learning clearly has a positive impact on students' academic achievement and school success. These effects include a heightened interest in classes and an increase in personal and social responsibility. When young people feel more connected to their schools, the overall school climate improves. Students also address real community needs; and as a result, community involvement in schools increases.

California's growing diversity enriches us culturally and challenges us to discover common community values. The root of the Greek word *democracy*, or *demos*, means "people," and *kratos* means "govern." The Greeks believed that civic participation created both a better governance system and stronger individual citizens. Service-learning fosters this same positive result.

I have visited schools throughout California where I saw remarkable examples of service-learning. I met students who were restoring streams and rivers; tutoring younger students and peers in reading and mathematics; and nurturing school gardens to provide fresh vegetables to needy people, including those in homeless shelters and the elderly. I saw industrial arts students building a house for the doctors who traveled long distances to work at the rural community hospital. And I talked with high school students in an auto shop class who were providing free oil changes for low-income families.

Through service-learning, communities throughout the state are benefiting from the work of young people, and the young people themselves can use the knowledge and skills they have learned in their classrooms to improve their communities. As a teaching and learning strategy, service-learning is complex. It requires educators and community partners to collaborate and share responsibility. It means expanding the classroom beyond the schoolhouse walls and giving youth a voice in their education. Service-learning challenges adults as much as it does young people to teach and learn differently and to be involved with their community.

I would like to thank the 29 members of the task force, who spent many hours working to develop the recommendations contained in this report. They share my belief that service-learning is of tremendous value to our students and to our society. I urge educators, parents, students, and community members to embrace this strategy because through service-learning our youth will become adept learners, capable workers, and active citizens.



State Superintendent of Public Instruction

ACKNOWLEDGMENTS

THE SUPERINTENDENT'S SERVICE-LEARNING TASK FORCE brought together a diverse group of California educators, students, researchers, and representatives of nonprofit organizations and businesses who have had experience with service-learning. They all recognize the power of service-learning as a teaching and learning strategy and the impact it can have on our state's youth. In addition, other participants from the public and nonprofit sectors assisted the task force by sharing recently completed research and information about successful programs. All task force members, staff, and other participants contributed to this report through their participation in the task force meetings and their review and discussion of the document's drafts.

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Special Thanks. The work of the Superintendent's Service-Learning Task Force and the preparation of this report were supported by the Corporation for National Service, Learn and Serve America, through the Fund for the Advancement of Service-Learning.

EXECUTIVE SUMMARY

AN EDUCATED CITIZENRY IS THE CORNERSTONE of a democratic society, and for our democracy to prosper, our youth must demonstrate both academic achievement and civic responsibility. The Superintendent's Service-Learning Task Force, convened by State Superintendent of Public Instruction Delaine Eastin in 1997, envisions an education for all California students where knowledge and participation intersect to engage youth as vital community members. Service-learning is a proven teaching and learning strategy that inspires young people to learn about and serve their communities through experiences directly tied to their school curriculum. Therefore, the task force believes that every school, in partnership with its community, must provide ongoing, integrated service-learning for all students.

America's young people want to learn how to read and do mathematics, but they also want to understand where they fit in their schools, neighborhoods, and communities. They hear that school prepares them for the future, but it is difficult for them to envision what that future looks like. They yearn to find solutions to the problems that face our state, our nation, and the world that they will inherit. Young people look for meaning and ask, How is what I am learning today preparing me for tomorrow?

Service-learning provides an answer to that question.

- In Los Angeles, high school students studying health issues researched the effects of tobacco use and prepared lessons for middle school students on that topic. The high school students

administered a pretest to determine how much factual information the younger students knew and then, as a group, the older students presented the lessons. After the presentations, the high school students administered a post-test to determine how effective their lessons were and whether the younger students' attitudes had changed.

- In Los Molinos, high school students interviewed local historians to learn more about the history of Tehama County. The students did extensive research in history class, created new displays for the Tehama Museum, and worked as docents on the weekends, sharing their new knowledge of local history with visitors.
- In Oakland, middle grade students identified issues that were of great concern to them but were not being discussed. The issues included use of illegal drugs, early pregnancy, child abuse, alcoholism, peer pressure, smoking, and gang violence. In language arts class the students formed groups, each of which researched one of the topics. Then each student wrote an article about a topic. The essays were compiled into a booklet called "Kids Speak Out," which the students presented during a school assembly. A class set of booklets was prepared for the school library.
- In Bakersfield, kindergarten students identified the problem of too many trees being cut down or neglected. After learning about trees from books and local experts, the children counted the diseased trees in their neighborhood. They decided to tell people to take care of the trees. With help from their teachers, the kindergartners

wrote a play about the importance of trees and performed it for their parents and community members.

Through service-learning these students studied the curriculum and used what they were learning to contribute to their communities.

In learning to write an effective essay or to play a musical instrument, one must first understand the basic theory and then practice the skills needed to achieve excellence. So it is with learning about democracy and one's community. Young people must have both the knowledge and the opportunity to apply their knowledge through practice. They

The Definition of Service-Learning

Service-learning was clearly defined in the National and Community Service Act of 1990 signed into law by President George Bush. The act, reauthorized in 1993 as the National and Community Service Trust Act, was signed by President Bill Clinton.

The term "service-learning" is defined as a method—

(A) under which students or participants learn and develop through active participation in thoughtfully organized service that—(i) is conducted in and meets the needs of a community; (ii) is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; and (iii) helps foster civic responsibility; and

(B) that —(i) is integrated into and enhances the [core] academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and (ii) provides structured time for the students or participants to reflect on the service experience.

U.S. Code (annotated). Vol. 10401–12700, Title 42, Section 12511, Chapter 23 (1995).

must learn that in a strong and lasting democracy, all members participate and share the belief that life is as much about giving as about getting, as much about responsibilities as about rights. Service-learning offers the framework through which students can discover those principles.

***“In a democratic society
we must live cooperatively, and
serve the community in which we
live, to the best of our ability. For
our own success to be real,
it must contribute to the
success of others.”***

Eleanor Roosevelt

The Goals for Implementing Service-Learning in California

In 1996 State Superintendent of Public Instruction Delaine Eastin established goals for implementing service-learning in California:

- By the year 2000, 25 percent of California's 994 school districts should offer all students at least one community service or service-learning opportunity at each grade span (kindergarten through grade five, grades six through eight, and grades nine through twelve) for a minimum of three opportunities throughout their kindergarten through grade twelve education.
- By the year 2004, 50 percent of California school districts should offer all students at least one service-learning opportunity at each grade span (kindergarten through grade five, grades six through eight, and grades nine through twelve).

The Recommendations of the Service-Learning Task Force

The Service-Learning Task Force embraces the Superintendent's goals, but its members believe that multiple service-learning experiences must occur at each grade span and even at each grade level. To achieve these goals, the task force makes the following eight major recommendations:

- Develop policies and plans to ensure that all students have academically meaningful, sequential, and sustained service-learning experiences throughout their schooling.
- Link service-learning to state and local standards, assessments, and accountability tools.
- Work collaboratively with community partners and national service providers, such as AmeriCorps and VISTA, to ensure that roles and responsibilities are clear, service is meaningful, and all partners are committed to success.
- Give youth a voice in their education by involving them fully in planning, implementing, and evaluating service-learning activities.
- Establish a local service-learning advisory committee or include service-learning representatives on existing school and district advisory committees.
- Provide ongoing training and professional development for teachers, administrators, community partners, students, and family members so that everyone understands service-learning.
- Provide adequate funding, resources, and time to infuse service-learning fully in schools and communities.
- Include service-learning as a vital instructional strategy in teacher education programs.

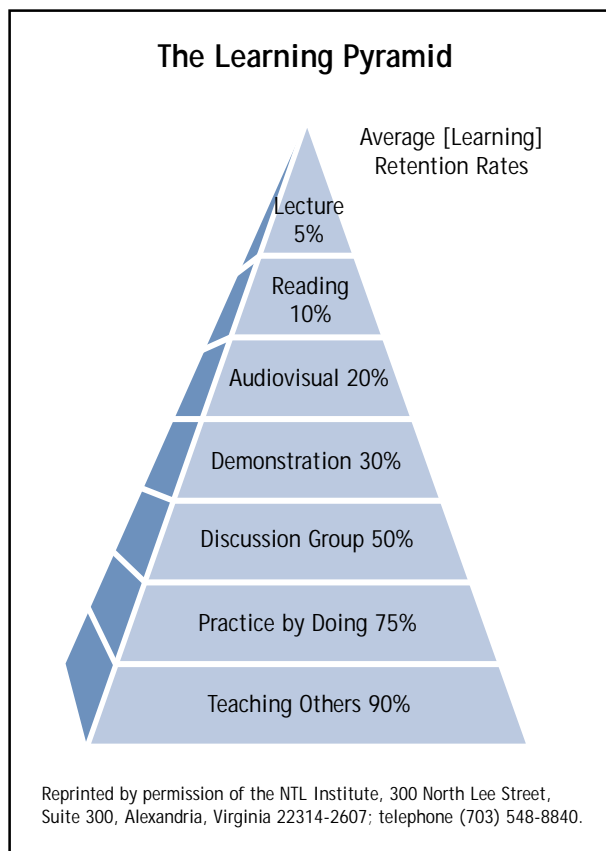
The result of implementing these recommendations is that California's youth will:

- Understand the relevance of what they are learning in school and apply the knowledge and skills to the world outside the school.
- Remember and use the content information and skills that they learned in class through service-learning.
- Have an improved understanding of their role as citizens in a democratic society.
- Understand that every community has needs that are often unmet and learn how to identify those needs.
- Develop an ethic of providing service to others and to their community.
- Understand that working with other people as a team is often an effective way of addressing issues and solving community problems.
- Reflect on their service experiences and on the effect of those experiences on the lives of people they served or on their own lives.

Service-Learning Benefits Students, Schools, and Communities

Since the world outside the school moves more rapidly than the one inside the classroom, many youth seem uninterested in their education. The Service-Learning Task Force believes that young people learn best when they connect their learning to something meaningful (Caine and Caine 1997). The strongest attachment that most people have is to their community, which includes their families and friends. When youth and adults are involved in activities that link classrooms and communities, the level of learning is deeper than that in the classroom alone. Teachers who use service-learning have found that their students become eager participants in the learning process.

“The Learning Pyramid” below shows various methods for teaching curriculum content and the learning retention rates resulting from each method.



Service-learning primarily uses the methods of “practice by doing” and “teaching others,” both of which yield the highest learning retention rates.

Additionally, research shows that in schools where teachers use service-learning, a positive effect develops in relationships among students, among teachers, between the teachers and students, and between administrators and teachers. These schools were also successful in attracting community interest and support (Weiler and others 1998, 66).

Research also indicates that communities benefit from services provided by students through service-learning. Organizations with which students worked gave high marks to both the quality of the services provided by the students and the impact of the service on the recipients and the agencies themselves. In particular, agencies that were involved in service-learning offered more or improved services to their communities (Melchior and others 1997, 37–47).

***“Everyone can be great
because anyone can serve.”***

Martin Luther King, Jr.

Service-Learning Is More Than Community Service

Service-learning links community work directly to classroom learning. While community service has long been a part of school activities through service clubs, student government, and leadership activities, it is often an “add-on” that is not integrated into the core curriculum.

Youth may have opportunities in school to participate in one-time community service work, such as collecting canned food for the needy at Christmas. However, service-learning can make this simple service activity an educational experience. Using

the cans collected, students can study weights and measures in mathematics, or they can graph the number of cans in each weight category and display their findings on a wall chart. As part of the health curriculum, students can analyze the nutritional value of the food collected and try to plan a balanced meal using those items.

There is a place in schools for both community service and service-learning. Service club activities and schoolwide service projects, such as walkathons for charities, can introduce students to issues in society and create an awareness of one's responsibility to the larger community. Often these community service activities act as a starting point toward fully integrating service-learning as a method of teaching the curriculum, a strategy that should be the goal of schools and districts.

“Young people tell me that helping others makes them feel good about themselves. Often, they tell me that it does much more than that: it boosts their self-confidence; it offers them the chance to pick up useful skills; and it lets them exercise real responsibility and leadership at an early age. Young people have actually found their life’s work through a give-back experience.”

General Colin Powell

Unfortunately, the term “community service” is often used to refer to court-ordered community service. Over the years, community service has developed a negative connotation in some places because it is used as a punitive measure. Persons who commit minor infractions against the law are often assigned community service as restitution. Picking up garbage along the highway or shelving books in the local public library have become ways for individuals to fulfill the court sentences for community service. Even in elementary schools, students who get in trouble on the playground may

get “community service” to pay for their misbehavior. Characterizing these types of assignments as “compensatory service” would help to remove any negative connotation associated with “community service.”

Service-Learning Should Be Encouraged, Not Mandated

The Service-Learning Task Force does not recommend state legislation that would mandate community service or service-learning as a high school graduation requirement. The task force does, however, encourage local school boards to recommend service-learning as a teaching strategy. Each local school board should review the research about service-learning and community service work and determine the district policies regarding service that match the district's goals.

Service-learning allows students to participate in meaningful ways. Research shows that “school policies that *required* community service did not appear to have much impact” with students (Nolin and others 1997, 17). On the other hand, when teenagers were *asked to volunteer*, a majority actually did participate, lending credence to the idea that schools may have substantial influence by simply offering or arranging service activities (Nolin and others 1997, 15).

Service-learning works best when teachers want to use it (Wade 1997). Some teachers may not find service-learning a comfortable teaching strategy, while others may consider it natural. School districts should expose all teachers to information about service-learning, identify those who are the most enthusiastic about it, and provide them with resources and training.

The task force also believes that California State University and University of California admission requirements should be enhanced to include service-learning. California's universities need to

recognize that the ability of young people to use knowledge and to serve their communities has as much value as does the ability to acquire knowledge itself.

“Let us pledge to restore in our time the American spirit of voluntary service, of cooperation, of citizen action, of private and community initiative, a spirit that flows like a deep and mighty river through the heart of the history of this nation.”

Ronald Reagan

Taken together, the eight recommendations presented in this report will infuse service-learning into California’s schools and communities. Each of the recommendations is described in more detail in the following chapters.

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Chatom Fifth-Graders Add Gusto to Christmas Giving

By Robert Adams

The Journal

Many classes in several area schools are helping others in need at this time of year, but there's one Chatom School class whose students are giving even when some of their families are as desperate for help as anyone else.

Joanne Garcia's fifth-grade class has seized the opportunity to help those less fortunate with gusto, working on the project since the school year began.

They have collected 354 cans in that time and made a can tree out of them. At the same time they've made the social effort into an academic exercise.

Twenty families at the school will be helped by the donations, selected by teachers at the school. Garcia's class has students from five of those families.

The class donation is part of an accumulation of gifts from all 32 classes on campus.

The families will receive the donations today. The donations will be made anonymously, and some of Garcia's students will learn that while they were working to make Christmas better for their peers, their families were actually the ones who would be helped.

Garcia said the students have enjoyed the opportunity to help others. She noted that it is exceptional for the children who come from low-income families to want to bring their food from home to give as a donation.

"They are proud of themselves because they can see that what they are doing is making a difference in someone else's life. They are so enthused I think they drink, sleep, and think this all the time. This is just a stepping stone, and they now have the feeling

that they can conquer the world, that they can do anything," Garcia said.

Ashley Souza and Jonathan Jones, classmates in Garcia's room and co-presidents of the school's student council, said it feels good to help the community.

"When I open presents on Christmas, it will make me feel good to know that somebody else has something for Christmas because of what we've done," Souza said.

Jones said the students have worked for several months on a presentation that they have given several times to community members and dignitaries, such as the Chatom School District Board of Trustees, who have come into their classroom to find out about the charitable effort. Each student has a role.

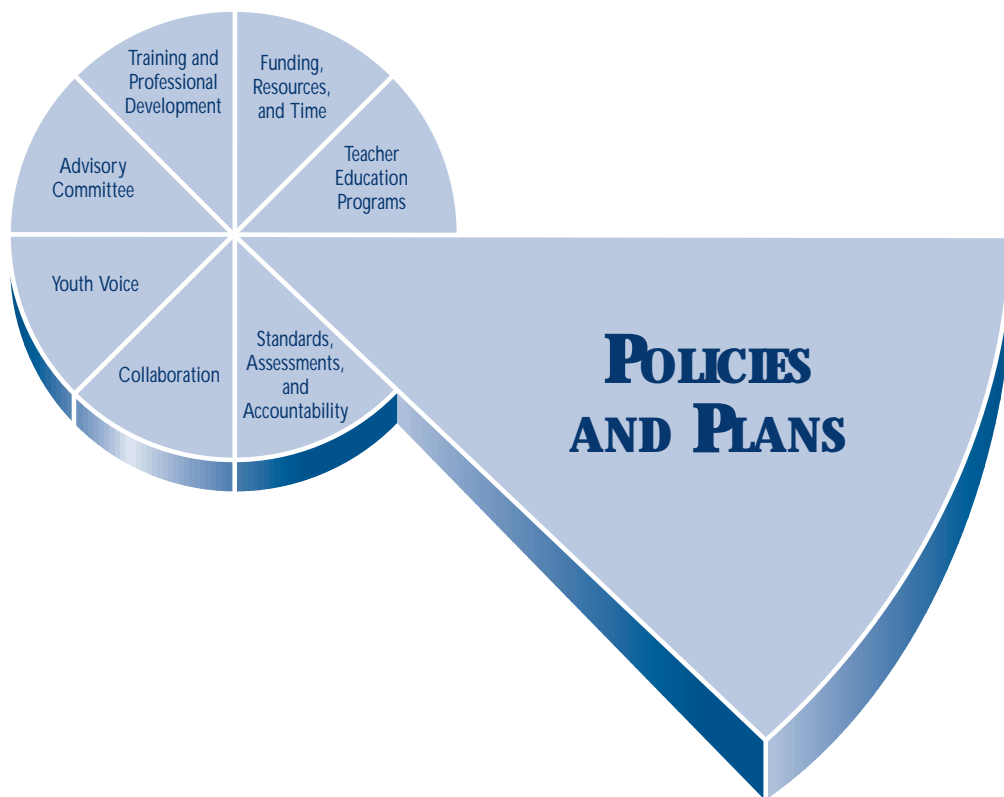
In addition to learning about the joy of giving to others, the students have learned about nutrition, weights, graphs, reading, and writing.

Student Stephanie Faria said the pupils weighed all of the cans and came up with a total of 408 pounds.

They made graphs to show how many cans of each type of food—whether it be corn, peas, spinach or beans—they had so that each family received an equal amount of the different types of food received. They also made a chart of the ingredients in each can, learning what's healthy and what's not. For example, the students now know that a high level of sodium makes a food unhealthy.

They also learned they needed to throw out all of the dented cans because the dents let air inside the cans, which causes bacteria to grow.

Turlock Journal, December 20, 1997. Reprinted by permission of the *Turlock Journal*.



- **Develop policies and plans to ensure that all students have academically meaningful, sequential, and sustained service-learning experiences throughout their schooling.**

EXPECTATIONS FOR WHAT STUDENTS SHOULD KNOW and be able to do guide the course for instruction and accountability within each school and district. As the school community—students, families, educators, and the general community—works with its local school board to set learning goals and objectives for students, service-learning must be considered a primary strategy for linking schools and the community. Local board members and school administrators must take steps to encourage the use of service-learning in their schools.

Establish a School Board Policy on Service-Learning

Local school boards should examine the research on service-learning and incorporate this strategy

into their district’s policies. Each district must determine the policy that best supports its goals for its students. Some local California school boards have established policies designating that a particular number of hours of community work, which may or may not be tied to classroom curriculum, be performed by students each year or as a graduation requirement. Other school boards have clearly indicated that students must be offered service-learning opportunities that integrate meaningful service with the curriculum.

The California School Boards Association (CSBA) (1997, 8) recognizes the importance of service-learning in its *Policy Platform, 1997-98*, which states that the “educational program must respond to student needs, be well articulated and aligned across grade levels, and prepare students for

graduation, employment and/or postsecondary education. Therefore CSBA supports integrated community service activities/service-learning with the curriculum so as to enhance learning in all subject areas.” The association provides sample policy language about service-learning to California school boards.

California School Boards Association Excerpt from Sample Board Policy

Instruction **BP 6142.4(a)**

Learning Through Community Service

The Governing Board recognizes that community service can help students develop skills, career awareness, and self-esteem. Service experiences also can motivate students by letting them apply what they are studying to local needs and problems and by showing them that they can make a contribution to their community.

Integrated Community Service

The Board supports the integration of community service activities with the curriculum so as to enhance learning in all subject areas. The Board encourages staff to collaborate with local public and nonprofit agencies in order to develop service-learning activities that meet the educational objectives and also fit in with current community efforts to meet human, educational, environmental, or public safety needs.

Include Service-Learning in the Local Improvement Plan

In 1994 Congress reauthorized the Improving America’s Schools Act (IASA), which provides federal funding for multiple purposes, including helping disadvantaged children meet high standards and creating safe and drug-free schools and communities. Almost every California school district receives IASA money, and service-learning is cited throughout the IASA.

The IASA requires every district that accepts funding to develop a Local Improvement Plan. As those plans are developed or revised, the school community should consider service-learning as a strategic component that clearly addresses the requirement for strong community partnerships. In addition to connecting students and the schools to the community, service-learning may also engage community members who do not have children in the school system and give them a role in educating the community’s youth.

Link Service-Learning to Other Districtwide and School Plans

School districts and schools create master plans that integrate different federal and state programs to ensure the students’ success and the most effective use of funding. Many of these programs, such as School-to-Career, Gifted and Talented Education, the Environmental Education Grants Program, the Garden-Enhanced Nutrition Program, or the Tobacco-Use Prevention Program, support service-learning as a strategy. Therefore, districts and schools should look for places to infuse service-learning in their already-existing plans.

Districts that have a 1994 *Goals 2000: Educate America Act* plan should strongly consider service-learning to address Goal 3: Student Achievement and Citizenship. This goal calls for students to demonstrate “competency over challenging subject matter . . . so they may be prepared for responsible citizenship, further learning, and productive employment in our nation’s modern economy” (National Education Goals Panel 1995, 2).

California’s voluntary Challenge School District Reform Initiative also calls for “strong and meaningful partnerships among parents, other family members, school staff, businesses, and community members and agencies.” The rigorous high school graduation requirements adopted by Challenge

Improving America's Schools Act of 1994

Title I, Helping Disadvantaged Children Meet High Standards

Section 1114(b)(2)(C): The comprehensive plan [Local Improvement Plan] shall be, . . . (v) where appropriate, developed in coordination with programs under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Education Act, and the **National and Community Service Act of 1990.**

Demonstrations of Innovative Practices

Section 1502(a): Demonstration Programs to Improve Achievement.

(1) In general—From the funds appropriated for any fiscal year under section 1002(g)(2), the Secretary may make grants to . . . carry out demonstration projects that show the most promise of enabling children served under this title to meet challenging State content standards and challenging State student performance standards. Such projects shall include . . .

(F) programs that are built upon partnerships developed between elementary and middle schools, employers, and the community, which emphasize the integration of high quality academic and vocational learning, stress excellence and high expectations for success in academic subjects, instill responsibility, decision making, problem solving, interpersonal skills, and other competencies in students, and **make school relevant to the workplace and the community**, through applied and interactive teaching methodologies, team teaching strategies, **learning opportunities connecting school, the workplace, and the community**, and career exploration, awareness, and career guidance opportunities.

Title IV, Safe and Drug-Free Schools and Communities

Section 4114(c): Authorized Activities—Grants and contracts under subsection (b) shall be used for . . . **(11) service-learning projects that encourage drug- and violence-free lifestyles.**

Note: The text set in bold shows the connection between the Improving America's School Act and service-learning.

districts include service-learning, which may be integrated into any course required for graduation.

Address the Risk-Management Issues

Local school boards and administrators must clarify the liability issues related to students going off-site for service-learning activities and to community partners coming onto the school site to prepare students for a service experience. Just as districts have policies for field trips, sports teams, extra-curricular activities, and visitors on campus, so too must there be policies for service-learning activities. As service-learning becomes increasingly a part of the school-community culture, well-developed guidelines will ensure the success of service activities and will break new ground for joint ventures between the school and community.

School district officials and community partners with their legal counsels must anticipate the issues that may arise when students are performing service in the community and must develop guidelines that best address the issues. Often a district's current insurance policy regarding off-campus activities covers community work and service-learning activities, but each district should clarify its insurance coverage.

Local school district policies regarding criminal background checks of adults who work with students and other security issues should be "service-learning friendly" without compromising safety. The adults who work with young people on service activities in the community must make every effort to ensure that students remain safe during the activities.

Assembly Bill (AB) 1610 and AB 1612 require all school district employees and contractors to be fingerprinted. Each district may extend this policy to require fingerprinting and background checks of school volunteers. School districts should have a clear policy on this issue.

Further Reading Related to This Recommendation

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- **Link service-learning to state and local standards, assessments, and accountability tools.**

EVERY CALIFORNIA SCHOOL DISTRICT IS MOVING toward a standards-based accountability system that consists of setting standards, assessing student achievement, analyzing and reporting student achievement, and implementing instructional improvement. Service-learning allows students both to learn curriculum content and to use their knowledge. Service-learning can be a primary assessment tool by which students demonstrate what they know while fulfilling a real community need. When incorporated into accountability processes, service-learning can be evaluated for its impact on students, schools, teachers, and the community.

Infuse Service-Learning into Standards

School districts are establishing content and performance standards, at least as rigorous as the state's standards, to ensure that all students receive a high-quality education necessary to succeed in the twenty-first century. Content standards establish what children should know and be able to do within a subject area, while performance standards measure how well students can apply the knowledge and skills they have learned.

Service-learning enables students to demonstrate their mastery of content standards and to under-

Using Service-Learning to Teach Content Standards

San Francisco Unified School District

In the San Francisco Unified School District, the standards define content and leave teaching methodology to the individual teachers. For example, in mathematics:

Standard 2, Geometry and Measurement: *Students demonstrate their knowledge of basic skills, conceptual understanding, and problem solving in geometry and measurement.*

Students in grade three who meet the standard will:

- Describe, model, draw, and classify shapes.
- Measure the length of objects by repeating a unit.
- Estimate the length using nonstandard units.
- Measure the length of common objects using standard units in both customary and metric units.

Standard 4, Statistics and Probability: *Students demonstrate their knowledge of basic skills, conceptual understanding, and problem solving in statistics and probability.*

Students in grade three who meet the standard will:

- Collect, organize, and display data in diagrams, graphs, and charts.
- Compare data in order to make true statements.
- Make simple inferences about data.

After investigating and developing a model city accessible to disabled individuals, third graders at San Francisco Community School decided to build a wheelchair ramp for their school. Students learned about city ordinances from San Francisco city employees and then spent a day with the people responsible for public transportation systems and public works and with other local experts. The students later consulted with these experts as needed.

To accomplish their project, the students learned important mathematics skills from standards 2 and 4. First, students focused on understanding basic geometric shapes and angles. Students developed skills measuring objects to design their ramp. They assisted in the design of a functioning wheelchair ramp and were asked to develop diagrams and charts for the project to present to local experts and school representatives. This process required that students not only learn the contents of Standard 4, but also have the knowledge to apply it.

Local architects, school administrators, grounds staff, parents, and representatives for the Access Appeal Commission worked with the students to complete the project and build the wheelchair ramp at the school.

Yvonne Scott, Teacher, San Francisco Community School

The content standards for mathematics are from the San Francisco Unified School District's "Mathematics Draft Interim Content and Performance Standards, Version 1.2," September 1996.

stand the relevance of what they are learning (Cohen, Kulik, and Kulik 1982, 243). Since citizenship development is also addressed in school, service-learning must be used to prepare California's youth to be active citizens and deepen their understanding of their responsibilities in a democracy. All content areas can be forums for service-learning activities in which students develop civic responsibility while they learn the curriculum.

The California Curriculum Development and Supplemental Materials Commission, which is responsible for recommending curriculum frameworks and instructional materials to the State Board of Education, must incorporate into all new and revised curriculum framework documents examples of how service-learning can be used to teach the core curriculum. Additionally, textbook selection criteria must encourage the inclusion of service-learning as an important strategy. The addition of service-learning to the criteria would allow educators to see the connections between the curriculum and service opportunities.

As districts develop local performance standards, service-learning must be included because students can show how well they understand curriculum content and how they use the knowledge and skills outside the classroom. Fine arts teachers know that student performances in concerts or school plays presented before an audience are better than those given during a rehearsal. Vocational teachers know that when their students must demonstrate their skills in competition or in a work-based setting, the performance is better than in class. Similarly, when young people can demonstrate their knowledge and skills through service-learning, teachers report that the quality of the work improves.

Use Service-Learning Activities as Assessment Opportunities

Each California school district will be establishing multiple ways of measuring how well its youth

know the curriculum content and can apply that content to everyday situations. Service-learning is a natural method for students to display their ability to use their knowledge. Additionally, students' growth in citizenship and civic responsibility and their knowledge of our democratic society can be assessed as students participate in service-learning activities.

Many student work products generated through service-learning occur outside the classroom, creating new assessment opportunities. As students provide services to the community, they often demonstrate their knowledge of content in actual community interactions, such as speeches and exhibits. Students may also develop workshops for their peers or for adults, arrange informal discussions with their families, and design brochures. These activities provide opportunities for assessing students' academic knowledge and technical-career skills, just as performances in a school play are judged by peers, parents, and the community. Community members interact with the students and see firsthand the students' understanding of curriculum content knowledge and skills.

Link Service-Learning to Accountability Systems

A successful local accountability system is based on developing interdependent partnerships among educators, parents, and community members. Accountability monitoring procedures that contain service-learning components or into which service-learning can be infused already exist in the educational system.

These procedures include the following:

- **Focus on Learning: WASC-CDE Joint Process.** *Focus on Learning (FOL)* for California public high schools was developed as a school improvement process. *FOL* combines the high school accreditation by the Western Association

Service-Learning Linked to Accountability

Excerpts from the Rubrics for Focus on Learning:
Schoolwide Criteria for Powerful Teaching and Learning

Learning is linked to clearly defined standards, and students know beforehand the standards they must attain for each unit of study. Students make choices about their work based on their interests, skills, learning styles, and knowledge of expected performance.

Learning experiences regularly involve students in formulating and solving problems, **working in teams, communicating about their work, reflecting on and revising work** in progress, and refining interpersonal skills. Students have frequent opportunities to create new knowledge by reflecting on what they already know. They **solve problems and create products that have personal and public value beyond the classroom**, and student work is routinely celebrated and critiqued by a variety of audiences.

Students demonstrate the ability to **apply their knowledge across disciplines; in courses, programs, and activities that integrate academic and career-technical content**; and in real-world situations through multidisciplinary portfolios, public forums, etc., that are reviewed by peers and community panels.

Students spend significant parts of each day in collaborative work. Both in and out of the classroom, **teachers and students work together as co-learners**. Students frequently show interest, enthusiasm, curiosity, engagement, perseverance, a willingness to work hard, and a commitment to achieving the expected schoolwide learning results.

There is active involvement of community members in the teaching and learning process. Student work is demonstrated across the disciplines through community-based activities and assessed by teams including community members.

Focus on Learning: WASC–CDE Joint Process

Note: The text set in bold shows the connection between Focus on Learning and service-learning.

of Schools and Colleges (WASC) with the legal requirements for a Program Quality Review.

The *FOL* school self-study is organized around an examination of student work related to content and performance standards and the expected schoolwide learning results included in the school's mission. Schools that embrace service-learning provide more powerful learning opportunities and can also provide assessment of student achievement related to specific content standards and the interdisciplinary schoolwide learning goals. In addition, service-learning provides opportunities for community feedback to the students and the school. This information is a necessary part of accountability monitoring.

- **Program Quality Review.** In elementary schools and middle schools, the school self-study cycle is supported by guidelines of the Program Quality Review (PQR), which is a powerful lever for improving student learning. PQR provides schools with a process for public accountability and in-depth, comprehensive planning. What makes PQR so powerful is its focus on student learning relative to content and performance standards. By examining what students are actually learning, schools can analyze their instructional programs and learning environments and make needed adjustments.

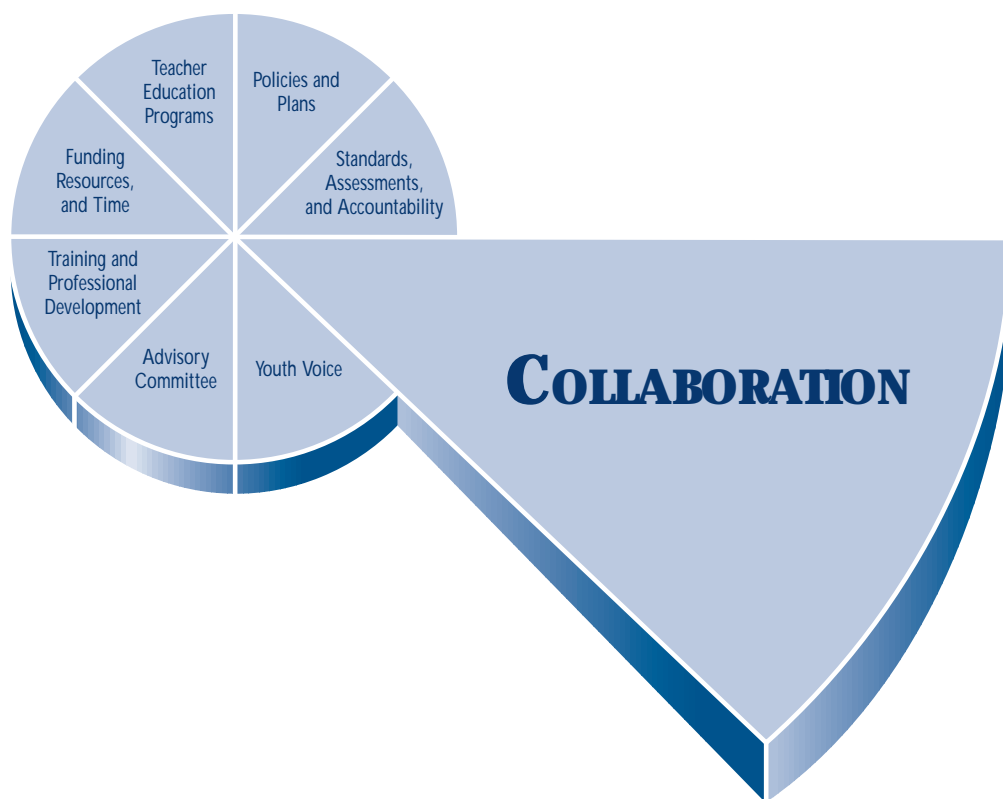
Local accountability processes can monitor the use of service-learning as an instructional strategy. The critical questions that should be answered about service-learning are, What is its impact on students' academic achievement, on students' sense of civic responsibility, on the school and its culture, and on the community?

Training in service-learning is necessary to ensure that any accountability system is effective. The persons who are participating in a self-review process or who are from an accreditation agency must be knowledgeable about service-learning and should look for these elements:

- The service is meeting a real community need.
- The service activity is coordinated with an elementary school, a middle school, a high school, a higher education institution, or the community.
- The service fosters civic responsibility.
- The service enhances the academic curriculum.
- Structured time is provided for participants to reflect on the service experience.

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- **Work collaboratively with community partners and national service providers, such as AmeriCorps and VISTA, to ensure that roles and responsibilities are clear, service is meaningful, and all partners are committed to success.**

DEVELOPING PARTNERSHIPS IS ESSENTIAL TO infuse service-learning fully into the school culture. These partnerships between schools and their communities must be collaborative and focus on the common goals of expanding learning opportunities for youth while addressing community needs.

“It is not possible to have genuine collaboration if one or more of the partners perceive themselves to be a ‘junior partner.’”

Gary Hart
California Secretary of Education

Establish Partnerships with the Community

Collaboration can be difficult, especially with entities that operate very differently. Schools tend to be structured with established policies and procedures, while many community agencies and businesses are more flexible. Collaboration forces people to view issues from a new perspective. Each partner must continually take the other into consideration and not merely “use” the partner to provide a funding source or to fulfill only one partner’s objective. The partnership must be based on a “handshake, not a handout.”

Sending inadequately prepared students into the community to do service would be a disservice to both the community and students. Having students engage in service that is not meaningful to them is also unfair. Careful collaboration and training for staff members from schools and agencies can lay the foundation for a situation in which everyone wins.

As enthusiasm for service-learning grows and more educators become involved, the need for coordination within a school and across the schools in a district also grows. Essential partners can be overwhelmed when persons from several different schools contact them to become involved in similar activities. Many community agencies are understaffed and underfunded, so while they may want to collaborate, they must do so in the most efficient way. Staff members must be designated to facilitate the day-to-day process of linking schools and the community. The individuals identified must be knowledgeable about the schools and school districts, the community agencies, the community, and the service-learning movement.

Incorporate the Key Components for Success

Whether the essential partners are from the private, public, or nonprofit sector, several key components can ensure successful partnerships:

- **Set common goals.** The students' service activities must meet the learning objectives defined by the teachers and the community needs defined by the partnering agency. Agency partners must understand the teachers' goals and objectives and share the responsibility of designing activities that enhance learning the subject matter. Likewise, teachers must understand the partnering agency's goals and mission and share the responsibility of giving students the opportunity to do real service. Ideally, the teacher and the community agency representative should design the service activity together.

High School Spanish III Students Provide Translation Services

In San Bernardino, high school students provided translation services for the local Head Start agency. Head Start had many pamphlets and monthly notices that needed to be translated into Spanish. Students in Spanish III class translated the materials as class assignments and exchanged them with classmates for peer editing. The assignments were turned in to the teacher who corrected them. One translation was selected for use. As a result, students provided a valuable service to Head Start while learning Spanish.

- **Clearly define roles and responsibilities.** Local schools, districts, and partners must clearly articulate their roles and responsibilities through written documentation, such as district-level policies, letters of support, contracts, or memorandum of understanding. These documents support the practice of shared responsibility between educators and community members.
- **Authorize staff to make things happen.** The commitment of time, resources, and expertise in collaborative relationships is critical, but it is often not enough to ensure successful activities. Managers of agencies and school administrators must give the authority to operate service activities to the people who are working with the students. If staff members at the school and the partnering agency are not authorized to make things happen efficiently, activities can be burdensome; and the objectives may not be achieved. Sometimes, as service-learning activities evolve, the direction may shift from the original mission, and the staff involved must be able to make decisions that will keep the activities moving forward in a timely manner.
- **Evaluate and make changes, if necessary.** It is not enough to collect data about hours spent on service activities and list the community

Service-Learning in the West Fresno School District

The Fresno Fire Department determined that many homes in the community, particularly those of low-income senior citizens, did not have working smoke detectors. However, the fire department was unsure how many homes were affected. Working with firemen and a local TV station, 38 sixth through eighth graders from the West Fresno School District addressed this community need.

In math class, students developed a survey to determine which seniors needed a smoke alarm; in science class they learned about the dangers of burns and smoke inhalation, particularly for senior citizens; and in language arts classes students wrote public service announcements and press releases. Then the firemen trained students about smoke detectors.

Students, accompanied by firemen, went door-to-door in their neighborhoods to survey residents about their knowledge of smoke detectors and to check for properly functioning smoke detectors. Students distributed the fire department literature on smoke detectors and, if a senior needed a smoke detector, one was provided. The community work by the students was recognized by the Fresno City Council, the West Fresno School District, Fresno County Economic Opportunities Commission, Retired Senior Volunteer Program, and the Fresno Fire Department.

Students reflected on their activities in journals in language arts class and compiled a report about the project for the fire chief.

CalServe Renewal Application, 1998



**Fresno County
Economic Opportunities Commission**
1920 MARIPOSA MALL • FRESNO, CA 93721-2526 • (209) 263-1000
"People Helping People"

May 20, 1998

Cal Serve Staff Members
California Department of Education - CalServe Initiative
721 Capitol Mall, Third Floor
Sacramento, CA 95814

Dear Cal Serve Staff Members:

Partners Now Service Learning Project from the West Fresno School District has recently provided a very valuable service to the low-income senior volunteers in our Foster Grandparent Program. The simple actions of children and firemen working together, checking to make sure our seniors who live in the 93706 zip code area have properly functioning smoke detectors, is literally a positive step in preventing a life-threatening incident.

Our grandparents commit 20 hours of volunteering weekly with at-risk youth, providing unconditional love, positive role modeling/mentoring, and tutoring. Partners Now Service Learning Project has taken this intergenerational relationship full circle, demonstrating community collaboration where children have an opportunity to give back as well, along with the support of our fire department and West Fresno School District. This indeed is instilling healthy values in our children.

Thank you for including our Foster Grandparent volunteers as a part of your service project. It is my wish that this project will expand to all seniors in need throughout not only our county, but throughout the state and beyond.

Sincerely,

Victoria Langley
Victoria Langley, Program Director
Foster Grandparent Program

Dr. Emory Luck
Board Chairperson

Roger Palomino
Executive Director



needs that were met. It is important to track each partner's performance in fulfilling responsibilities and to determine the impact of service-learning on the students and its long-term impact on the community. Although collecting this information is time-consuming, this process is critical in determining the service activities' value and the partnership's future direction (Lobman 1997, 92).

Identify the Local Partners

Formal education no longer occurs only within the school's walls. The community is also the classroom, and every sector of the community contributes to the education of our youth (Keith 1997, 140; Negroni 1995, 82). Potential partners are everywhere, including such places as local retirement homes, historical societies, fire departments, hospitals, colleges, or television stations, and such people as a landscape architect, a biologist with a local agency, a parent who studied art in college, other teachers, young men and women studying to be teachers, and senior citizen volunteers.

Most communities have agencies whose function is to facilitate the development of partnerships between schools and local community organizations or businesses. Local volunteer centers, the chamber of commerce, United Way chapters, and youth-oriented agencies are some of the primary networking resources.

Experts from the corporate community can provide valuable assistance to students as they plan, implement, and evaluate a service activity. These business people will often work alongside the students, coaching and encouraging them.

Work with National Service Providers

The Corporation for National Service, created in 1993, is a public-private partnership that oversees three national service initiatives, often called the "streams of service":

- **AmeriCorps**, which includes AmeriCorps*VISTA, AmeriCorps*National Civilian Community Corps, and hundreds of local and national nonprofit organizations
- **Learn and Serve America**, which provides models and assistance to help teachers integrate service and learning from kindergarten through college
- **National Senior Service Corps**, which includes the Foster Grandparents Program, the Senior Companions Program, and the Retired and Senior Volunteer Program (RSVP)

California school districts may partner with local AmeriCorps programs, VISTA, and Senior Service Corps to leverage resources and implement service-learning. Trained AmeriCorps members can serve as the "point persons" to coordinate service-learning, or they can assist teachers or agency representatives as service projects are implemented.

For example, a school that offers an after-school tutorial and enrichment program may create a community partnership that uses AmeriCorps and VISTA members. These members might work closely with the teachers to coordinate in-school and after-school curricula and reflection activities so that selected learning objectives taught during school are reinforced through homework assistance and service experiences.

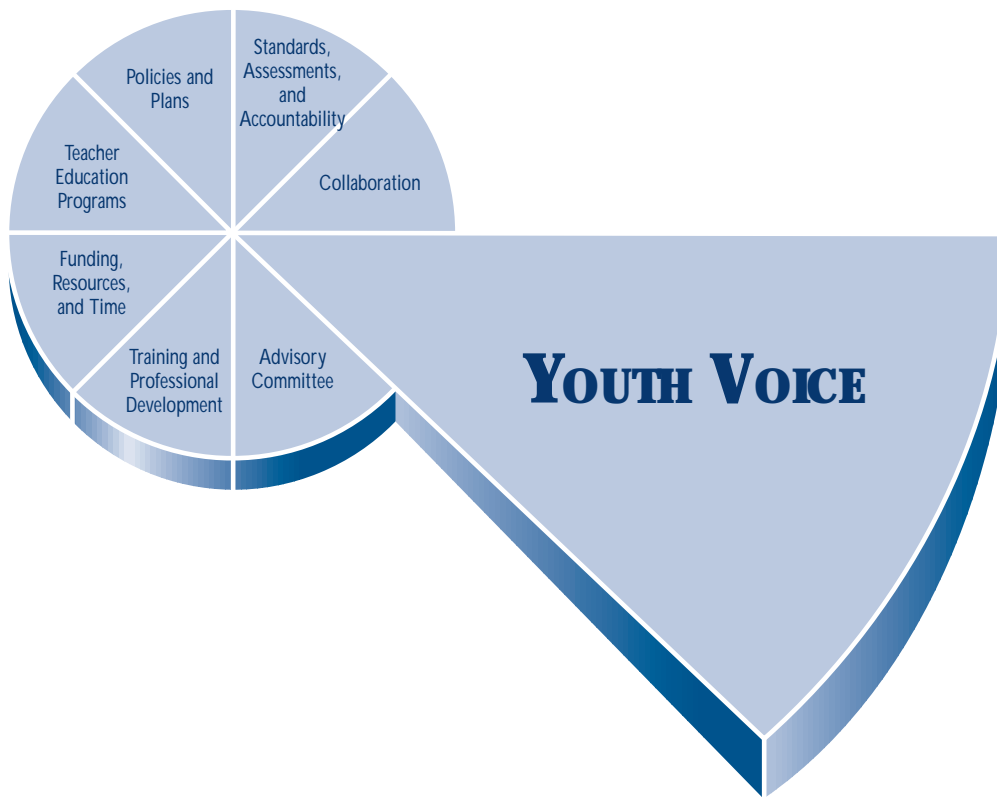
Stars After-School Program

In 1997 the Stars After-School program in Los Angeles selected the Constitutional Rights Foundation's *CityYouth* program for their service-learning club. *CityYouth*, designed originally as a classroom curriculum, uses service-learning as the learning strategy to teach lessons in the four core disciplines—history—social science, mathematics, language arts, and science. As an after-school club, *CityYouth* blends academic curriculum into a club atmosphere with adult volunteers coaching students as they address community needs through action projects. Stars students have created a campus garden, raised community awareness of endangered local historical buildings, and painted unused areas of the campus to create safe student gathering plazas.



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- **Give youth a voice in their education by involving them fully in planning, implementing, and evaluating service-learning activities.**

LEARNING IS A LIFELONG PROCESS. ACCESS TO community resources and involvement in challenging community and global issues can spark students' curiosity and motivate them to participate actively in their own education.

From elementary school on, young people need opportunities to make decisions about which service projects they do, all within the context of the school district's content and performance standards. Youth need to be introduced to the concept that learning takes place in the community as well as in the classroom. Service to others needs to be discussed, and the meaning of service and civic responsibility must be developed from the earliest grades. Instead of only talking about

preparing students for their roles as future citizens, adults must also allow youth to be active participants now.

Give Youth a Voice

Youth voice is one of the cornerstones of service-learning. Educators using service-learning have been amazed by young people's capacity to take an active role in community issues. Students make valuable contributions when they have a voice in planning, implementing, and evaluating service activities; therefore, adults working in schools and agencies are now rethinking how they work with youth (Cairn and Kielsmeier 1991, 72–73). Accepting youth as equal partners in both the learning and

service aspects of service-learning fosters youth involvement and enthusiasm as well as leadership development.

When students have a say about what they are learning in school, they are engaged in the educational process. Service-learning can help students become *self-directed* learners who demonstrate curiosity and enthusiasm for new experiences and *knowledgeable problem solvers* who think independently (Bhaerman, Cordell, and Gomez 1998, 38). Although young people do not determine the course content that may be established by local standards committees and approved by local school boards, students should be surveyed for their prior

Why Youth, Why Service, and Why Now?

If policymakers are serious about making any lasting educational and social improvements, it is imperative that young people assume an active, meaningful role within our comprehensive plan(s) to prepare our schools and communities for success in the twenty-first century. We, as young people, are already accepting this challenge. Every day, young people use community service and service-learning as a strategy to affect change in their own schools and communities. Civic minded efforts, such as AmeriCorps* VISTA, Learn and Serve America, local service clubs, and the Conservation Corps, provide us with the opportunity to develop and act upon the belief that service can be an effective way to address some of our society's major concerns. California is at a crossroads where the "business as usual" mentality is no longer sufficient to address current problems. As we stand at this crossroads, let us move forward into a new age where the quality of life and educational opportunity is the product and responsibility of those in service to their communities; and let us foster an environment where a young citizen's voice is sought, heard, respected, and included.

Youth Advisory Council, 1996 Policy Document on Service

knowledge on curricular topics. Students can also help their teachers in determining strategies that will best enable learning.

Research has shown that students learn best when they are actively involved in meaningful experiences (Caine and Caine 1991, 97). Students can design and administer an assessment to determine community needs, analyze the results of the needs assessment, research potential projects, select an appropriate project, plan and implement it, and finally evaluate its effectiveness—all in relationship to what they are learning in their class.

Prepare Youth Leaders

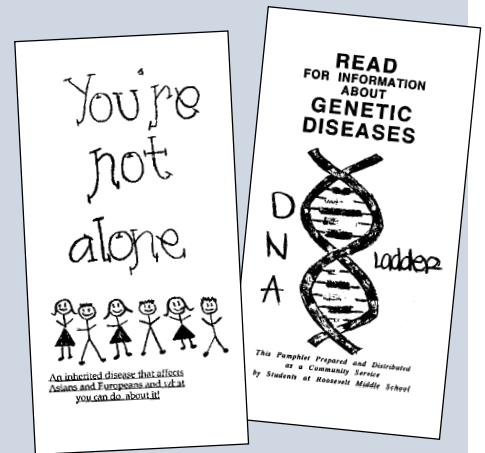
"You don't have to be a certain age or have a certain kind of education or credential to be a leader. Anyone who is willing to think about, act on, and be accountable for the well-being and success of others is a leader. Leaving leadership to only a few people can isolate them with too much responsibility. Instead, many leaders are needed, from many different walks of life, who can learn to share accountability" (Lodge 1998, 56).

Service-learning provides opportunities to develop critical leadership skills (Beane and others 1981, 148). Through ongoing relationships with community agencies, youth gain experience in becoming community liaisons and learn how to form new partnerships as additional projects are determined. While leadership capacity may initially be built through student government and school service clubs, creative strategies must be explored to ensure that diverse groups of youth become involved in leadership roles. Service-learning can be the vehicle through which students, who may not necessarily be recognized as leaders, develop and refine those skills (Cairn and Kielsmeier 1991; Beane and others 1981).

Project YES Students Design Helpful Pamphlets

Middle school students working in the East Bay Conservation Corps Youth Engaged in Service (YES) program identified the problem that many Asians in their community suffer from a disease called Thalassemia. The students researched this disease and discovered that, among all ethnic groups, it affects Asians at the highest rate. The students also determined that cultural barriers, such as shame, distrust of Western medicine, and traditional beliefs, prevented many Asians from getting help. The students designed and published pamphlets describing the disease and its symptoms and pointing out possible cultural barriers to seeking help. They explained where people who felt they were suffering symptoms could get help. These pamphlets were distributed at various school functions, and the students plan to get the materials translated into native languages.

Marjorie Roberts, Science Teacher
Roosevelt Middle School
Oakland Unified School District



Pamphlets were provided courtesy of Roosevelt Middle School, Oakland, California.

Eventually youth can become service-learning trainers. Students can train other young people, teachers, and agency personnel about service-learning.

Allow Time for Reflection

Reflection, another primary component of service-learning, occurs throughout service-learning activities, not just at the end. The concept of reflection is critical, and it is included in the federal definition, which states that “‘service-learning’ is a method that provides structured time for students or participants to reflect on the service experience” (*U.S. Code* [annotated], Vol. 10401–12700, Title 42, Section 12511, Chapter 23 [1995]).

“When people reflect in everyday life, they pause to review, ponder, contemplate, analyze, or evaluate an experience or information to gain deeper understanding. This ability to reflect gives people the freedom, power, and responsibility, perhaps unique among all living things, to continually choose or adjust the direction of their lives. That is why reflection is at the heart of becoming a self-directed and lifelong learner” (Toole and Toole 1995, 100).

In both schools and workplaces, little time is typically devoted to reflection. Whether they are planning a service project, working in the community, or concluding a service activity, students and their mentors need to stop often and reflect on what is occurring. They need to ask, How is this activity linked to what we are studying in school? How is it helping the community? How is it impacting people’s lives?

When young people reflect on their service experience, the relationship of school to the larger world begins to expand (Eyler, Giles, and Schmiede 1996, 18). Reflection may give students an opportunity to incorporate new or additional knowledge and skills into their thinking. Students may also learn lessons about interpersonal skills that would not have been evident without the service opportunity. When students regularly talk or write about service experiences, personal and social responsibility increases along with positive impacts on academic achievement and service leadership (Weiler and others 1998, 145).

Through reflection students may identify new unmet community needs, and the real power of service-learning emerges. Recognizing a need that is not being addressed sets the whole pattern of identification, planning, research, implementation, and evaluation into motion once again; but this time the process is totally student-owned. Youth

Special Education Students Run Recycling Program

Special education students at Mendocino Middle School in the Mendocino Unified School District spearheaded the recycling program at the middle and elementary schools. Students learned about various methods for disposing of waste materials and the advantages and disadvantages of each method. They assessed what needed to be recycled at the schools and designed plans to recycle paper, aluminum, plastic, glass, and kitchen food waste. The students took responsibility for collecting items every week, weighing and charting recyclable materials, and making bimonthly trips to the recycling center in Fort Bragg. In the spring the students held a community fair to show what they had accomplished during the year and to share information about recycling techniques.

Jennifer Kalvass
Teacher, Mendocino Middle School

realize the power of their contribution, embrace it, and use it without hesitation. They feel that their “voice” has been heard.

“We finished note cards. It was fun and easy. The day was not as fun as yesterday though. I think we each have something to learn from each other. I did not find this out until I had time to think by myself. I guess I was too proud to think that I had anything to learn from a sixth grader.”

Reflection of a high school student about his experience as a cross-age tutor

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● **Establish a local service-learning advisory committee or include service-learning representatives on existing school and district advisory committees.**

A SUCCESSFUL SERVICE-LEARNING INITIATIVE must include educators, community members, students, and parents as equal partners. Appointing a subcommittee of school/community representatives who know service-learning to an existing school advisory group or establishing a local Service-Learning Advisory Committee can ensure that service-learning activities are successful. Including students on this committee ensures that youth voices are prominent in all aspects of service-learning.

Select Advisory Committee Members

A service-learning advisory committee or subcommittee should be established. If the representatives

for service-learning are added to an existing committee, the persons must include:

- School administrators and teachers who are implementing service-learning
- Students who are participating in courses that use service-learning
- Family members of students involved in service-learning
- Representatives of the community-based organizations or agencies involved with the service-learning activities
- Representatives from higher education institutions if they are partners
- Community members

- Members of the classified and certificated bargaining units who may work alongside the students on projects (It is beneficial to include these persons to assure them that students' service activities at schools will not deprive employees of their jobs. With such assurances, the employees usually enjoy working alongside the students to complete much-needed campus projects.)

Define the Community

One of the service-learning advisory committee's first tasks must be to define the community that will be involved. This community could be one or several schools, a school district, a neighborhood, or the entire community. Initially, some educators may want to limit service-learning activities to their own school to resolve time constraints or to avoid liability issues. Eventually, however, the community must be defined more broadly to allow for ever-increasing service opportunities that fulfill real needs.

Develop an Understanding of the Differences Between Schools and Community Agencies

Because schools operate in a world different from that of community agencies, building relationships is essential. Community-based agencies and organizations have a wealth of resources to share with schools; however, persons from either schools or agencies may feel intimidated or frustrated with one another because of a lack of familiarity. A broad-based, school-community advisory group can overcome many of the differences between these worlds. Perceived obstacles can be addressed, and the partnership can grow on the basis of mutual respect.

Trout Creek Service-Learning Advisory Board

Lake Tahoe Unified School District

The Trout Creek Service-Learning Advisory Board at the Lake Tahoe Unified School District consists of one member from each of the partnership agencies—U.S. Forest Service; California Water Quality Control Board, Lahontan District; Tahoe Resource Conservation District; Natural Resources Conservation Service; U.S. Geologic Survey; and South Tahoe Chamber of Commerce. These Advisory Board members meet monthly or bimonthly, as needed, with the representatives of the school district on the Board—a district administrator, the sixth grade teachers, the service-learning coordinator, two sixth grade students, a third grade teacher, and two high school teachers.

During the meetings the board discusses upcoming project needs, ways to connect the service activities to the curriculum, pretest and post-test measures to determine student learning through the projects, teaching methods that work and those that need improvement, and evaluation of completed curriculum units and related service activities

The board also pursues training opportunities to ensure a strong knowledge base and long-term sustainability. Community partners always encourage the school representatives to make suggestions for new projects and to identify needed resources. As the program expands, each new service activity is shaped to become an intricate part of the curriculum on the basis of the ideas, suggestions, and expertise of the board.

Trout Creek Service-Learning Project
CalServe Grant Application, 1997

Develop a Local Vision for Service-Learning

The advisory committee must develop a vision of service-learning that articulates its benefits to all

stakeholders and reflects the community's composition and needs. This vision must be shared by the school and the community to minimize the possibility of the school developing projects that do not respond to identified community needs.

Youth will one day be called on to take public action on issues that concern them locally, nationally, and globally (Goodlad 1984). Service-learning provides a model approach to bring together youth, community representatives, and school personnel around the local vision. Including students in this process also allows them to see the differences among the public, private, and nonprofit employment sectors; and it encourages the community partners to focus on youth development.

Develop a Public Relations Plan for Service-Learning

Communities must be educated about service-learning as a powerful instructional strategy and an integrated part of the curriculum. The advisory committee should develop a public relations plan to make the community aware of the benefits of service-learning. Parents, school board members, and the public should be invited to participate in service activities in which students are engaged to

see firsthand the learning and service that are occurring in the community. Every opportunity must be made, through newspaper articles, local television coverage, and reports to community agencies and local funders, to highlight the service that students provide.

Identify a "Point Person"

The balance between community and school cultures can be difficult to achieve and maintain because they are so different. The advisory committee must work with the "point person" designated to facilitate the day-to-day process of linking schools and the community. This person, who may also coordinate and promote service-learning within a school or district, must be knowledgeable about the workings of the community and its agencies and about service-learning.

Recognize Accomplishments

The advisory committee should recognize all participants for their accomplishments. "Students, teachers, administrators, community representatives, and others involved in service-learning deserve recognition for their efforts. Establishing a system of recognition creates a climate of respect

"Make a Difference" Awards Ceremony

Every spring the Volunteer Center of Inland Empire and the Inland Center Mall in San Bernardino honor teenagers from the city's high schools who have made significant contributions to their community through service. During the mall's "Make a Difference" awards program, students receive "service letters," just as athletes receive varsity letters for outstanding contributions to sports teams. Meant to be sewn onto a sweater or jacket, the big "S" features two hands clasped together in a symbol of support. This annual recognition ceremony has raised community interest and caused other schools in the area to learn about involving students in service-learning.

Volunteer Centers of California, fall 1994



The logo is reprinted by permission of Bobby Houtchens, Teacher, San Bernardino High School.

and value for service-learning, motivates participants to continue their work, and attracts new partners” (Follman, Watkins, and Wilkes 1994, 75).

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- **Provide ongoing training and professional development for teachers, administrators, community partners, students, and family members so that everyone understands service-learning.**

SCHOOL DISTRICT PERSONNEL AND COMMUNITY partners, working with the local service-learning advisory committee, must provide the school community, including students, with adequate training and technical assistance to fully understand and implement service-learning. The training must include strong examples of service-learning so that people can understand its power and apply it in their own communities. For people who have never participated in a service experience, it is essential to provide opportunities to be service providers.

Ideally, the training of all stakeholders should occur simultaneously so that they can bring their perspectives to the discussion. However, training school personnel alongside community members and students may be difficult. Often, each group wants to learn about a new strategy with their peers so that they can discuss common understandings and become proficient with the strategy before collaborating with others. Therefore, the initial approach may be to provide training for each stakeholder group separately and then bring everyone together.

Because one-time professional development workshops fail to prepare people adequately to use a new strategy, professional development must be continual. Initial training must be followed by opportunities to try out a new method and refine or even redo lessons using the strategy until it feels comfortable. Also, having colleagues with whom to share successes and failures often makes learning a new strategy easier (Sterling 1997, 33).

“Successful or model partnerships must realize that in order to affect teaching and learning, extra time and intense professional training are required. In successful models, there is a strong collaboration to provide such training.”

Floyd Gonella, San Mateo County Superintendent of Schools

Train and Support Everyone Who Participates in Service-Learning

The following participants in service-learning should have training that meets their unique needs:

- **Teachers.** Service-learning is not a course in isolation but one of many teaching strategies used by educators to deliver locally approved curriculum to students. Service-learning is more complicated than many other teaching strategies because of its multiple components—meeting an identified community need, collaborating with a community partner, enhancing students’ sense of civic responsibility, and allowing time for reflection.

Teachers who use service-learning must be supported by their administrators. Teachers should have opportunities to attend training regarding service-learning and to come together and share ideas and materials, especially about service activities that can be easily replicated.

School districts must identify teachers who are successfully using service-learning and allow

them to serve as mentors to their colleagues.

These teachers may also serve as models to college students observing classrooms as a part of their course requirements or as master teachers for candidates in teacher education credential programs.

- **Administrators.** School and district administrators must fully understand service-learning. They must see students as citizens in the community beyond the school campus and as contributors in that community. Administrators must play an active role in developing the alliances with community organizations that will enable the students to meet real community needs.

The support of administrators, particularly that of school principals, is essential to spread service-learning beyond the involvement of individual teachers. Principals who make school time and resources available for training and encourage planning by teachers to implement service-learning stimulate the expanded use of this strategy (Weiler and others 1998, 77).

Administrators must be knowledgeable about liability and other administrative issues that may arise when students are involved in off-campus service activities. By receiving continual training about these issues, administrators can avoid roadblocks that may prevent the success of service activities.

- **Students.** Like the other constituents involved in service-learning, young people need ongoing training. Providing students with a full explanation of service-learning and its place in the curriculum gives them the context for service activities.

Service-learning must not be something that just happens to youth. To avoid this situation, the Youth Advisory Council, a statewide collaborative of young people interested in promoting youth involvement in community work and service-learning, recommended, in 1996, that

Binational Mural Project Off to Good Start



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The Binational Mural Project kicked off last week with a visit from Calexico native and Binational Mural Project Lead Artist, Armando Rascon.

Calexico High School was the site of the first Service-Learning Workshop for the Binational Mural Project entitled "Border Metamorphosis." According to City of Calexico Arts Commission Chairwoman Carmen Durazo, the school was proud to host its alum, artist Armando Rascon. "Students at the workshop were mesmerized as Rascon led them through a slide show of his artistic and creative talent," stated Durazo. Rascon started with his background as a student at Calexico High School and sequentially led them on a professional journey, from his first college art class assignment to his current art exhibits. "The message was clearly motivational, for he was living proof that student success in the art world is possible," said Durazo.

Rascon then gave a brief overview of the theme behind the project—a theme of unity, a multicultural celebration of what unites the people of both sides of the border.

The Calexico High students met for three days at the border fence, learning about graphic design and how to paint a sample of the mural on a section of border fence. They also learned how they were serving their community, since this project is also a service-learning project. Rascon spent time each day reflecting with the students about what they had learned that day. They interacted with their peers across the border, community leaders, and the press.

Among the members of the community joining Rascon and the students for the week were Calexico City Councilmen John R. Renison and Gilbert Grijalva; Beautification Commissioner German Jimenez; Border Patrol Agents Steve Martinez, Joe Rivera, and Lisa Garvey; Brenda Hinojosa from the Imperial County Arts Council; former Councilman Antonio "Tony" Tirado; and several parents of the students who were out to show their support.

Durazo stated, "A special thanks has to be given to Calexico High School Principal, Nancy Merino, for sponsoring the workshop and also to the Border Patrol for providing paint and supervision throughout the three-day workshop, to the Calexico Beautification Commission for donating paint and supplies, and special thanks to the Imperial County Arts Council for their daily support."

Mr. Richard Ortega of the Calexico Neighborhood House also became involved in the project last week by providing classroom space for student reflection.

Officers of the Arts Commission were also present. Stephen Wong was in charge of videotaping this historical moment, and Hildy Carrillo-Rivera was busy providing water for the students and taking photos for posterity.

"This was truly a collaborative effort in building community through this project," said Durazo. "The border fence is a visible part of our lives and together, we can make this project successful."

Calexico Chronicle, May 7, 1998. Reprinted by permission of the *Calexico Chronicle*.

students receive an orientation to service-learning. This orientation must include representatives from community agencies. Since even young children can understand the concept of “helping others,” this orientation sets the stage for all service activities during a school year.

While students may fully understand their role in school, their role as a service provider is different. Not only can the training link the curriculum to the world outside the school, but it also creates an opportunity for students to examine their civic responsibilities and their roles when working with community agency personnel in community settings.

- **Parents and families.** Parents, guardians, and family members must be introduced to service-learning as an instructional strategy and “understand what their children are doing if they are going to support their involvement” (Cowan 1996, 178). Families should be invited to participate in training offered to the school staff or even to join their children at a service-learning orientation in school or at a special evening event. Families must be aware that service-learning may involve students leaving the school grounds to work with agencies or individuals in the community.

Many parents and family members are looking for ways to be involved in their children’s education, and family members can provide valuable assistance to teachers and students in implementing service projects. Family members who work and cannot attend service activities during school hours can participate in weekend projects or develop special events, such as recognition ceremonies. Families and guardians can have many opportunities to become service providers alongside their children and to convey to them the importance of service.

- **Community partners.** Community partners must be ready to work with youth and understand the

school curriculum that is being enhanced through the service activity. Partners must train school personnel about the need that students will fulfill by performing a particular service. Since the culture of community-based organizations can be very different from that of schools, the expectations must be clearly explained to students (Battenburg n.d., 1).

- **Support staffs.** Classified staff in the school districts and support staff in community agencies or businesses must understand service-learning. The role of young people is quite different in service-learning activities, and support staff must be prepared to work with youth in a new way. Some service projects may involve working directly with or alongside maintenance or clerical personnel. Roles need to be well defined so that everyone feels comfortable and is working toward a shared goal.

Design a Professional Development Plan

A professional development plan to train all participants about service-learning should be designed. This plan must build on existing school and community resources and expertise. Teachers and administrators who have successfully implemented service-learning will be the best resource for school-based training. Community partners whose agencies focus on youth will often bring a wealth of knowledge about how to engage young people in meaningful service.

Additionally, professional development opportunities through state and national organizations must be pursued. California has numerous professional organizations for school personnel, and each of them must provide training and resources about service-learning. There are also national organizations that focus primarily on service-learning or link service-learning tightly to their mission.

North Coast Rural Challenge Network Summer Gathering

In Mendocino County four small rural school districts have formed the North Coast Rural Challenge Network (NCRCN). Every year NCRCN holds "The Summer Gathering," a three-day professional development institute, where over 100 teachers and administrators, 25 community members and parents, and 25 students come together to learn about project-based instruction, action research, videoconferencing, service-learning, and evaluation and to plan the projects for the coming school year. As a follow-up to the institute, the NCRCN district coordinators provide staff development to help teachers use service-learning to teach their district's curricula and to plan meaningful service projects with community partners.

North Coast Rural Challenge Network
CalServe Renewal Application, 1998

Likewise, businesses, community agencies, and nonprofit organizations have professional development conferences that should highlight service-learning. Collaboration with schools has become a focus for all employment sectors through America's Promise—The Alliance for Youth, initiated at the 1997 Presidents' Summit for America's Future. This national not-for-profit organization led by General Colin Powell serves as a nationwide catalyst, urging public, private, and nonprofit organizations to focus their combined talents and resources to improve the lives of our nation's youth.

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- **Provide adequate funding, resources, and time to infuse service-learning fully in schools and communities.**

ADEQUATE FUNDING, RESOURCES, AND TIME must be committed to infuse service-learning fully in schools and communities. To ensure that service is tightly linked to curriculum and that partnerships grow and remain strong, permanent funding must be found.

Identify Funding Sources

Funds must be identified for planning and implementing service-learning. Often districts and community agencies find “seed” money from foundations or specially funded initiatives to introduce new strategies or programs. This money, however, is limited in amount, duration, and availability. It is usually targeted to specific needs and

supplements the more constant funding that school districts or agencies have.

It is imperative that the local advisory committee, the school district, and the partners develop a strategic, well-planned, multidimensional approach to funding service-learning for both “start-up” and ongoing implementation. A school district committed to using service-learning must budget for the associated costs. Likewise, when a community or government agency, business, or individual collaborates with a school on service-learning activities, it too must allocate funds to uphold the commitment.

A school district may have a “line item” for service-learning or may fund service-learning

through the budgets of the subjects that incorporate it. Funding authorized by state and federal legislation, such as the Improving America's Schools Act, can be used to incorporate service-learning, thereby enhancing programs already in place. State average daily attendance (ADA) may also be allocated to support service-learning. The *Service Learning Planning and Resource Guide*, developed by the Council of Chief State School Officers, describes over 130 programs in 15 federal agencies that provide both financial and nonfinancial assistance for initiatives that focus on service-learning, youth development, community service, training, and education programs.

Community agencies prioritize their spending; and when service-learning is identified as a viable investment, dollars can be committed to the partnership. Local or regional foundations will often support efforts that improve their community.

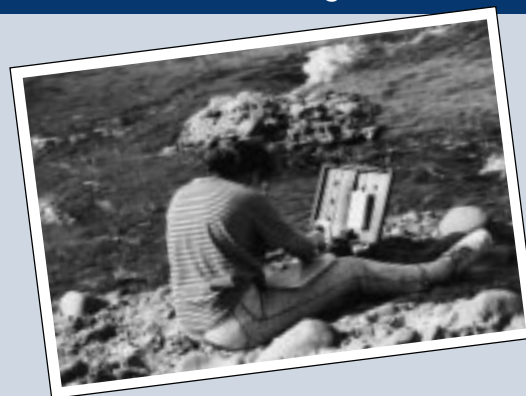
The local advisory committee should conduct research to secure funds for:

- **Staff** to administer service-learning at schools and in the community. These staff members would become the contact for community partners and help teachers and community partners who are implementing service projects. The staff may be credentialed educators who know the community or professionals from the community who understand how schools operate. Support staff must also be available to coordinate service-learning as part of their existing job.
- **Professional development** to train people in the school community, but particularly to train teachers who will use the strategy to teach the curriculum and community partners who will work with students on service projects. Once these people are comfortable with service-learning, they must continue to hone their skills through ongoing exposure to others who are using service-learning. Teachers and partners must also be trained in assessing student learning

through service, and the school community needs to be trained to evaluate the success of projects.

- **Transportation** to take students to service activities and **supplies** to implement service activities.

Culver City KIDS CARE Service-Learning Initiative



KIDS CARE in the Culver City Unified School District involves students in service-learning activities, including restoring the Ballona Wetlands, raising trout for release in Piru Creek, and organizing a schoolwide collection of items needed by homeless people. The district supports its service-learning initiative with money, time, and resources. Funds are allocated from its Mentor Program, the SB 1882 Professional Development fund, and the Goals 2000 budget for staff development. The district commits a small percentage of the time of its assistant superintendent of educational services, eight principals, and eight secretaries to support service-learning, and it also provides bus transportation to activities.

In addition, the district's partners—Los Angeles County Office of Education, Friends of Ballona Wetlands, National Audubon Society, Wilderness Fly Fishers of Santa Monica, and People Assisting the Homeless—commit the time of their personnel and provide such resources as instructional materials and supplies.

Culver City KIDS CARE
Budget Narrative, 1998-99 CalServe Grant Application

Identify Existing Resources

In addition to budgeting funds, schools and their partners must identify existing resources, such as professional expertise; donated office space, transportation, and supplies; or assistance from volunteers. County offices of education, professional associations, and universities and colleges can also provide expertise.

Spend Time Fully Infusing Service-Learning

Teachers, administrators, partners, students, parents, and the community all need time to understand service-learning. Time must be allocated to research topics, identify service activities that are linked to the subjects being taught in school, and meet with partners to design a meaningful service. Flexibility in scheduling must be considered because powerful learning through service may not always happen during a 50-minute class period.

There must be time to build relationships between schools and agencies. Teachers must learn what does and does not work in the classroom. They must have opportunities to discuss their successes and failures with colleagues. Essential partners must have time to learn about the curriculum linkages so that they can identify community needs that will enhance the subjects.

Time must be also allocated to evaluate how well the service activity is linked to the curriculum and whether the service activity is meaningful. This evaluation process must include students, parents, and community members as well as educators and partners.

The teacher and collaborative partners will determine whether service projects are a one-time activity or ongoing over several weeks or months. Time spent with the teacher on actual service activities is instructional time because students use

the knowledge that they learned in class and apply it to the service activity.

Examine the Cost Benefits for Dollars Invested

It is difficult to compare service-learning's costs and benefits. Most community partners hesitate to make estimates because usually students perform services that have not been previously provided. Research shows that the community partners did not budget for the services and that they would not have been able to afford the services if the students had not provided them (Weiler and others 1998, 108).

How service-learning can enhance an entire community's health and welfare must be explained clearly to local civic and business leaders. When service-learning becomes part of the community conversation, new alliances may develop among all sectors—private, public, and nonprofit—creating new avenues for sharing resources and building new relationships across sectors.

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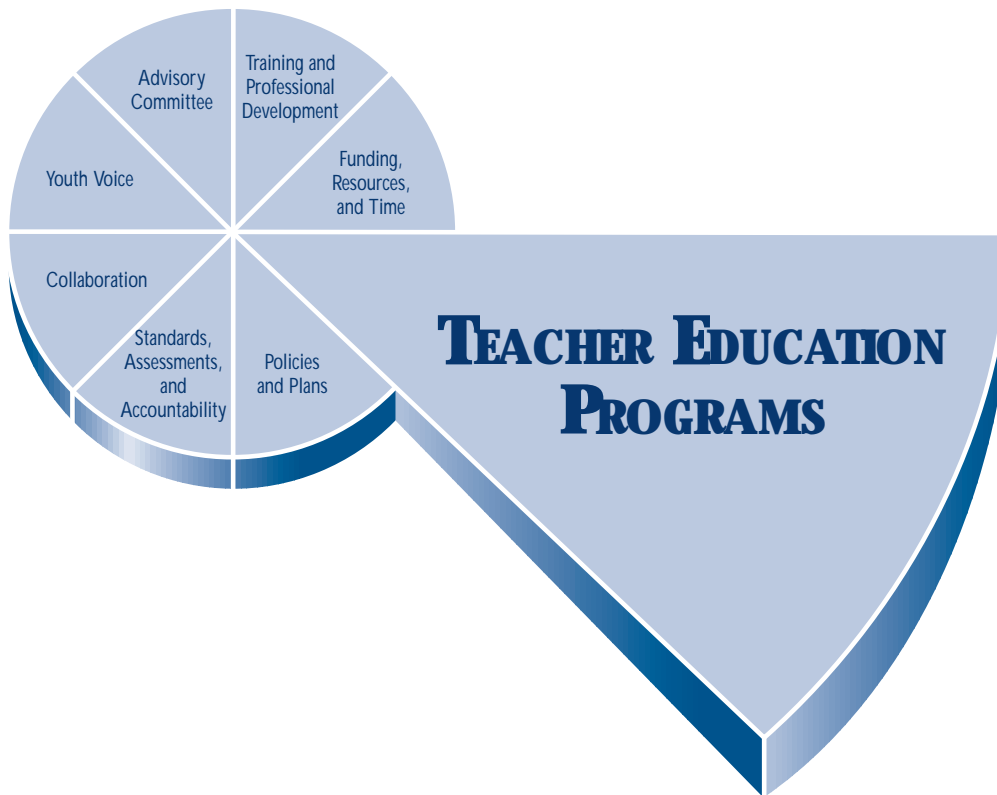
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- **Include service-learning as a vital instructional strategy in teacher education programs.**

Teacher education programs must include service-learning in the preparation of K–12 educators. It is imperative that those who train teachers understand and embrace service-learning as a viable strategy.

Train Teacher Educators

A 1997 study found that “service-learning is not widely recognized among teacher educators, even though they are engaged in activities that are closely aligned with the philosophy, methods, and pedagogy of service-learning” (Furco 1998, 4). The lack of awareness and acceptance of service-learning among those who train teachers suggests a

disconnection between teacher education programs and K–12 educators.

The understanding of a new strategy occurs when individuals connect new concepts to what they already know (Myers and Pickeral 1997, 19–20). As a first step to understanding service-learning, teacher educators must be provided training that connects service-learning to many of their other teaching strategies, such as project-based learning.

Teacher educators and K–12 teachers should spend time together to develop an understanding of effective service-learning. This collaborative time is crucial for advancing service-learning in teacher education (Erickson and Anderson 1997, 7).

Teacher educators and K–12 educators must discuss service-learning as a teaching strategy, identify ways in which K–12 educators and teacher educators can support each other’s service-learning efforts, and find the most viable ways in which service-learning can be advanced at all levels of schooling.

Include Service-Learning in Teacher Education Programs

Overall, the approach to incorporating service-learning in teacher education must be strategically planned and institutionally driven. When service-learning does exist in teacher education, it is usually the work of one or two faculty members in the teacher education program (Furco 1998, 5).

Efforts to advance service-learning into teacher education cannot rely solely on the efforts of one or two individuals. Greater emphasis must be placed on working with teacher education program coordinators, school of education deans, and other university officials so that service-learning is understood well by everyone in the program and it becomes clear how service-learning fits into the program’s philosophy.

The effort to incorporate service-learning into teacher education must be comprehensive. At a minimum, all teacher education programs should include service-learning among strategies that are taught, have teacher educators use service-learning in their classes, and place student teachers with master teachers who use service-learning effectively.

- ***Experience with service.*** Many teacher candidates often have difficulty putting into practice what they learn from textbooks and lectures in their education courses (Kennedy 1991, 15). It is not enough to talk or read about service-learning; teacher candidates must have a service experience. This experience offers valuable

insight into the benefits of being both a service provider and a learner. It places teacher candidates in the roles that students will experience as service providers when service-learning is the chosen teaching strategy.

However, having a service-learning experience is not enough to ensure that future K–12 teachers will employ service-learning in their classrooms.

- ***Instruction about service-learning.*** Teacher candidates need to receive direct instruction on how to incorporate service-learning into their teaching. Sometimes students are trained and motivated in the theory and practice of service-learning only to be let down when they cannot

Service-Learning Guide California State University, Monterey Bay

Service-learning is a direct expression of the California State University, Monterey Bay (CSUMB), vision statement. Our university is dedicated to “building partnerships . . . that cross institutional boundaries for innovative instruction . . . and coordinated community service.” As a CSUMB student, you will be involved in service-learning experiences that can enrich your education and expand your knowledge of community programs. The service-learning requirement is CSUMB’s way of stating that preparation for the twenty-first century includes learning through civic engagement, learning through participating in culturally diverse community settings. Your community experience should be a meaningful and exciting way to learn.

We hope your service-learning experience supports you in developing a lifelong commitment to community participation. Our graduates will be needed as active and involved citizens to face the challenges of the twenty-first century. You can make a difference as you become involved in service!

practice it with the full support of their schools (Erickson and Bayless 1996, 12). Methodology courses must, therefore, both teach the essential components of service-learning and provide teacher candidates with opportunities to practice the methodology with the full support of those around them.

- **Opportunities to practice service-learning.**
An effective way of providing guided practice is to place student teachers with master teachers who use service-learning effectively. Master teachers who can train their student teachers in service-learning play a vital role in encouraging teacher candidates to feel comfortable with service-learning. Teacher candidates can learn how to best use service-learning when they actually implement it.

Incorporate Service-Learning into Programs for Administrative Credentials

Educators in administrative credential programs must discuss the role of principals and other administrators in supporting service-learning. Administrators must learn the strategies necessary to expand the educational institution “beyond the schoolhouse walls,” engage the community, and collaborate successfully with agencies and businesses.

Further Reading Related to This Recommendation

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Teacher Candidates Learn and Practice Service-Learning Methodology

The Department of Professional Studies in Education (DPSE) at California State University, Chico, prepares approximately 330 students annually in programs leading to California teaching credentials. To better integrate service-learning into the teacher preparation program, DPSE has become a partner in a K–12 Partners in Education (PIE) service-learning initiative in the Los Molinos Unified School District.

During seminars offered collaboratively by university faculty and the PIE staff at Dye Creek Preserve, student teachers participate in presentations, discussions, and group work. The candidates:

- Develop an understanding of how service-learning can benefit all students, including special education students and those with different cultural or linguistic backgrounds.
- Know and understand national and California standards for service-learning.
- Develop the skills necessary to design thoughtfully organized service-learning experiences.
- Understand that experience in service-learning provides opportunities for all pupils to combine knowledge and skill and use them in meaningful ways.
- Are prepared to become education professionals who can nurture relationships between pupils despite diverse differences.

Student teachers spend several weeks in one elementary classroom practice teaching before writing and implementing an interdisciplinary thematic unit that incorporates a service component related to the unit's content.

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RESOURCES TO MAKE SERVICE-LEARNING HAPPEN

THE TASK FORCE ENCOURAGES SCHOOL AND COMMUNITY LEADERS to explore ways of “linking classrooms and communities” through service-learning. The recommendations in this report may take as long as seven years to be fully achieved. However, careful planning, collaboration, and incremental implementation of service-learning should begin immediately.

California educators and their community partners who are already using service-learning provide good models that can be replicated. Many California and national resources can also provide training and technical assistance for service-learning. These organizations are listed below.

California Resources

California Association of Nonprofits

315 W. Ninth Street, Suite 705
Los Angeles, CA 90015
Phone: (213) 347-2070
Fax: (213) 347-2080
E-mail: info@canonprofits.org
www.canonprofits.org

The California Association of Nonprofits (CAN) is a statewide association of almost 2,000 diverse nonprofit organizations with a mission to strengthen and expand the professionalism, governance, influence, and effectiveness of California’s nonprofit organizations. CAN’s members include all types of nonprofit organizations.

California Campus Compact

1600 Holloway Avenue, ADM 359
San Francisco, CA 94132-4027
Phone: (415) 338-3342
Fax: (415) 338-3284
www.sfu.edu/~cacc/

California Campus Compact is a coalition of college and university presidents committed to increasing the number of service and service-learning programs on higher education campuses. Schools and community-based agencies can work with the California Campus Compact to identify colleges and universities interested in kindergarten through higher education partnerships.

California Commission on Improving Life Through Service

1121 L Street, Suite 103
Sacramento, CA 95814
Phone: (916) 323-7646
Fax: (916) 327-4836
E-mail: commission@cilts.ca.gov
www.cilts.ca.gov

The National and Community Service Trust Act of 1993 asks each state to create a commission to develop plans for national service, implement the AmeriCorps program, provide technical assistance, and develop state service policies. Schools and community-based agencies can work with the California Commission on Improving Life Through Service (CILTS) to identify AmeriCorps or other national service programs interested in partnering with K–12 schools.

California Conservation Corps

1719 24th Street
Sacramento, CA 95816
Phone: (916) 341-3100
Fax: (916) 323-4989
www.ccc.ca.gov

Throughout the state the California Conservation Corps (CCC) performs much-needed environmental and human services. It is a resource for expertise in environmental service and service-learning efforts.

California Department of Education, CalServe Initiative

Family and Community Partnerships Office
721 Capitol Mall, Third Floor
Sacramento, CA 95814
Phone: (916) 654-3741
Fax: (916) 657-4969
<http://cde.ca.gov/cyfsbranch/lsp/cshome.htm>

With funding support from the Corporation for National Service's Learn and Serve America, the California Department of Education (CDE) established the CalServe Initiative to promote service-learning. CalServe provides technical assistance to school and community practitioners who are implementing high-quality service-learning. CalServe staff and service-learning coaches assist educators and others who are integrating service into the curriculum, assessing student learning and evaluating service activities, establishing school-community partnerships, and incorporating youth voice. CalServe has identified Regional Service-Learning Leads in the 11 service regions of the California County Superintendents Educational Services Association. These regional leads provide leadership and collaborate with other local service providers to encourage service-learning and youth service.

Local Conservation Corps

The following local Conservation Corps, which operate independently from the California Conservation Corps, provide environmental and human services. Each corps may be contacted directly.

East Bay Conservation Corps
(510) 891-3900

Conservation Corps of Long Beach
(310) 433-1790

Los Angeles Conservation Corps
(213) 749-3601

Urban Corps of San Diego
(619) 235-0137

San Francisco Conservation Corps
(415) 928-7322

Community Services and Employment
(209) 732-4194

San Jose Conservation Corps
(408) 283-7171

Fresno Local Conservation Corps
(209) 264-1048

Sacramento Local Conservation Corps
(916) 386-8394

Orange County Conservation Corps
(714) 776-2677

Marin Conservation Corps
(415) 454-4554

Service-Learning Research and Development Center, University of California, Berkeley

Graduate School of Education
615 University Hall, Room 1040
Berkeley, CA 94720-1040
Phone: (510) 642-3199
Fax: (510) 642-6105
www-gse.berkeley.edu/research/slc

The mission of the Service-Learning Research and Development Center is to advance the service-learning field through the development, implementation, facilitation, and evaluation of community service programs that are integral to the academic curriculum. The Center works with faculty members at UC Berkeley to develop courses that use service-learning. The Center conducts national, statewide, and local research studies and program evaluations of service-learning efforts in K–12 and higher education.

Service-Learning 2000 Center

800 Barron Avenue
Palo Alto, CA 94306-2699
Phone: (650) 565-8633
Fax: (650) 494-6377
E-mail: SL2000@forsythe.stanford.edu
www-leland.stanford.edu/group/SL2000

The Service-Learning 2000 Center, a project of the Haas Center for Public Service at Stanford University, offers a wide range of professional assistance to build and support quality service-learning. The center provides professional development for educators and community-based staff on service-learning, including consulting with partnerships on the implementation of service-learning, publishing materials, advocating for service-learning within teacher education programs, and disseminating research findings.

Volunteer Centers of California

While services vary from one Volunteer Center to another, the 40 centers in communities around the state can help schools and nonprofit organizations identify volunteer opportunities, recruit volunteers, develop volunteer recognition programs, develop school-community partnerships, and assist in locating training and resource materials.

These local volunteer centers are located throughout California:

Auburn (530) 885-7706	Riverside (909) 686-4402
Cameron Park (530) 676-8356	Sacramento (916) 567-3100
Chico (530) 898-5817	San Andreas (209) 754-1699
Concord (925) 472-5760	San Bernardino (909) 884-2556
Eureka (707) 442-3711	San Diego (619) 492-2000
Fairfield (707) 427-6699	San Francisco (415) 982-8999
Fresno (209) 237-3101	San Jose (408) 247-1126
Galt (209) 745-2582	San Lorenzo Valley (831) 335-6844
Grass Valley (530) 272-5041	San Mateo (650) 342-0801
Hayward (510) 538-0554	San Rafael (415) 479-5660
Huntington Beach (714) 375-7755	Santa Ana (714) 953-5757
Los Angeles (213) 484-2849	Santa Cruz (831) 427-5070
Modesto (209) 524-1307	Santa Rosa (707) 573-3399
Monterey (408) 655-9234	Torrance (310) 212-5009
Napa (707) 252-6222	Tulare (209) 688-0539
Oakland (510) 419-3970	Ukiah (707) 462-8879
Panorama City (818) 908-5066	Visalia (209) 738-3482
Pasadena (626) 792-6118	Walnut Creek (925) 472-5760
Pleasanton (925) 462-3570	Watsonville (831) 722-6708
Pomona (909) 623-1284	Woodland (530) 661-6636

Youth Service California

754 Sir Francis Drake Blvd., Suite 8
San Anselmo, CA 94960
Phone: (415) 257-3500
Fax: (415) 257-5838
E-mail: info@yscal.org
www.yscal.org

Founded in 1990, Youth Service California (YSCal) is a nonprofit, statewide collaboration of public and private organizations that promotes youth service and provides information and assistance to local programs. YSCal has an affiliates program to keep local programs informed about regional, state, and national events and resources; coordinates a California database of programs, training, and consultants; publishes a statewide newsletter; and provides support to California's network of Regional Service-Learning Leads.

National Resources

America's Promise–The Alliance for Youth

909 North Washington Street, Suite 400
Alexandria, VA 22314
Phone: (703) 684-4500
Fax: (703) 535-3900
www.americaspromise.org

America's Promise–The Alliance for Youth is a national not-for-profit organization led by General Colin Powell. It is dedicated to mobilizing the nation to ensure that children and youth have access to the fundamental resources they need to become successful adults. The five America's Promise Fundamental Resources are:

1. Mentor: An ongoing relationship with a caring adult—a parent, mentor, tutor, or coach
2. Protect: Safe places and structured activities during nonschool hours
3. Nurture: A healthy start
4. Prepare: A marketable skill through effective education
5. Serve: An opportunity to give back through community service

Close Up Foundation

44 Canal Center Plaza
Alexandria, VA 22314-1592
Phone: (703) 706-3512
Fax: (703) 706-0001
E-mail: pna@closeup.org
www.closeup.org

The Close Up Foundation is a nonprofit, nonpartisan citizenship education organization. Its programs teach people about the U.S. government—what it is and how it affects peoples' lives. Close Up programs help people of all ages become better citizens.

Corporation for National Service, Learn and Serve America

1201 New York Avenue, NW
Washington, DC 20525
Phone: (202) 606-5000
www.nationalservice.org

The Corporation for National Service (CNS) is a public-private partnership that administers three national service initiatives—Learn and Serve America, Americorps, and the National Senior Service Corps. CNS encourages all Americans to engage in service and provides opportunities for them to help solve community problems. CNS funds state education agencies, state commissions on national and community service, nonprofit organizations, Indian tribes, and U.S. territories, all of which then select and fund local service-learning programs.

Learn and Serve America supports service-learning programs in schools, colleges and universities, and community agencies that engage youth in addressing educational, public safety, environmental, and other human needs. Funds are used to create new programs or replicate existing ones and to provide training and development to staff, faculty, and volunteers. Learn and Serve America programs are required to match federal funds with resources from the community.

National Community Education Association

3929 Old Lee Highway, Suite 91-A
Fairfax, VA 22042
Phone: (703) 359-8973
Fax: (703) 359-0972
E-mail: ncea@ncea.com
www.ncea.com

The National Community Education Association's (NCEA's) mission is to provide leadership to those who build learning communities in response to individual and community needs. NCEA provides its members with training conferences and workshops, publications and products, peer support, and information services. In addition, NCEA acts as an advocate for community education by working with local organizations and promoting parent and community involvement in public education, forming community partnerships to address community needs, and expanding lifelong learning opportunities for all community residents.

National Dropout Prevention Center

Clemson University
209 Martin Street
Clemson, SC 29634-0726
Phone: (864) 656-2599
Fax: (864) 656-0136
www.dropoutprevention.org

The National Dropout Prevention Center at Clemson University provides access to the National Dropout Prevention Network. This large organization furnishes information on dropout prevention and on the use of service-learning programs to help young people succeed in school.

National Service-Learning Clearinghouse

Phone: (800) 808-SERV
E-mail: serv@maroon.tx.umn.edu

The clearinghouse offers ongoing technical assistance and training in service-learning, including materials, peer consultants, and information on resources and events throughout the country. The clearinghouse also maintains an on-line database service through which technical assistance providers and program directors nationwide can respond to questions. The Constitutional Rights Foundation, East Bay Conservation Corps, and Youth Service California are regional affiliates of the clearinghouse.

Constitutional Rights Foundation

601 South Kingsley
Los Angeles, CA 90005
Phone: (213) 487-5590
Fax: (213) 386-0459
E-mail: crfcitizen@aol.com

East Bay Conservation Corps

1021 Third Street
Oakland, CA 94607
Phone: (510) 891-3900
Fax: (510) 272-9001
E-mail: aulebcc@.com

Youth Service California

754 Sir Francis Drake Blvd., Suite 8
San Anselmo, CA 94960
Phone: (415) 257-3500
Fax: (415) 257-5838
E-mail: info@yscal.org
www.yscal.org

National Society for Experiential Education

3509 Haworth Drive, Suite 207
Raleigh, NC 27609-7229
Phone: (919) 787-3263
Fax: (919) 787-3381
E-mail: info@nsee.org
www.nsee.org

The National Society for Experiential Education (NSEE) is a membership association and resource center that promotes experienced-based approaches to teaching and learning. For over 25 years NSEE has developed effective practices for integrating authentic experience into educational programs. NSEE works with educators, businesses, and community leaders in the belief that students' full learning potential can most effectively be tapped through experienced-based education programs. NSEE's membership includes faculty, administrators, and directors of experiential education programs at colleges, universities, schools, businesses, government agencies, and nonprofit organizations.

National Youth Leadership Council

1910 West County Road B
St. Paul, MN 55113
Phone: (612) 631-3672
Fax: (612) 631-2955
E-mail: nylcusa@aol.com
www.nylc.org

The National Youth Leadership Council's (NYLC's) mission is to engage young people in their communities and schools through learning, service, leadership, and public policy. NYLC, one of America's most prominent advocates of service-learning and youth service, promotes efforts to reform education and guide youth-oriented public policy.

Northwest Regional Educational Laboratory

101 SW Main Street, Suite 500
Portland, OR 97204-3297
Phone: (503) 275-9500
Fax: (503) 275-0443
www.nwrel.org

The Northwest Regional Educational Laboratory (NWREL) provides access to information about school-to-work programs, Native American programs, educational reforms, and rural education—as they relate to service-learning.

Points of Light Foundation

1400 I Street, NW, Suite 800

Washington, DC 20005

Phone: (202) 729-8000

Fax: (202) 729-8100

E-mail: volnet@aol.com

www.pointsoflight.org

In 1990 President George Bush's theme of service led to the establishment of the Points of Light Foundation (POL), a nonpartisan, nonprofit organization. Among its other activities, POL coordinates ambassadors working in communities across the country to be advocates for and engage young people in service. In addition, POL sponsors Communities as Places of Learning, a national initiative to connect local Volunteer Centers and community-based agencies with educators and schools using service-learning as an instructional strategy.